Research Proposal of the Thesis Entitled

A Comparative Study of Teaching Staff performance in Management educational Institutions in India & Mauritius

Submitted for the award of the Degree of

Doctor of Philosophy by

Fazeela Banu

Under the supervision of:

Dr. Kishor Bhanushali
Director - Research, Karnavati University

KARNAVATI
UNIVERSITY

Unitedworld School of Business
Karnavati University, Gandhinagar

July 2022

Table of Contents

1. Introduction 3

2. Literature Review 5

2.1 Research Aim 8

2.2 Research Objectives 9

2.3 Problem Identification 10

2.4 Research Questions 11

2.5 Hypothesis 11

3. Research Methodology 14

3.1 Research Design 14

3.2 Research Procedure 14

4. References 15

A Comparative Study of Teaching Staff performance in Management Educational Institutions in India & Mauritius

1. Introduction

Management Education plays a vital role in today's world of business. There is a gap between the expectation of the market and the outcome of students being presented to the corporates by the management education Institutions. The study will examine the major challenges and concerns that need to be addressed to improve the performance of teaching staff with quality research and innovation and to identify the relationship of quality graduates. The teaching staff as well as the management both play an equal role in producing these students every year as they do not meet the requirements of the top-notch companies. Though there have been several committees on management education who have suggested improvements. Still there have been very few changes in management education except in the top-ranking Management Education Institutions.

One of the goals of this research is to assess the utility of ranking systems and to discover ways to improve research quality and performance of teaching staff. Management Education Institutions need to adopt new technologies to analyze the performance of the teaching staff and align with their expectations. The study will examine the major problems and concerns that need to be addressed to improve the performance of teaching staff with quality research and innovation and to identify the relationship of quality graduates. Management Educational Institutions (MEIs) performance is measured with the quality of research publications, quality teaching and quality graduands placed in top notch companies (Badri and Abdulla, 2004; Badri et al., 2006; Lukman et al., 2010).

The performance of teaching impacts directly on the quality of graduates as well as on the future accreditations and the overall Institutional growth and failure of providing good Managers to the business world which in return impacts the economy of the country. Success of every business depends on effective and efficient management and strategies. The success of every Management Educational Institution depends on the performance of the teaching staff in teaching and research activities. Private Management Education Institutions need to adopt new technologies to analyze the performance of the teaching staff and align with their expectations.

In this proposed research work, we will do a detailed research study and analyze the impact of performance of the teaching staff in management Educational Institutions. The framework proposed through this study will help the Management Education Institutions to efficiently and effectively manage their workforce to meet their higher objectives. Adoption of education 4.0 will optimize the cost, increase the flexibility, and enhance the overall quality of Teaching staff performance in the Management Education Institutions. Thereby the processes will create transparency in all the operations leading to higher level of satisfaction to all the stakeholders. The study will contribute to analyze the research contribution, Research based teaching and the quality of student's outcome in the Management Education Institutions. The framework proposed through this study will help the Management Education Institutions to efficiently and effectively manage their workforce to meet their higher objectives. The population will be from India and Mauritius for the research.

Keywords:

Academic Culture, Academic standards, Accreditation bodies, Administration, Benchmarking, Brand image, Business Schools, Capacity Building, Capital investment, Competitive advantage, Cost-benefit advantage, Global and Local Academic Standards, Growth of Institution, Industry-Institute relationship, Infrastructure support, Innovative Teaching Techniques, Input-output analysis, International Partnerships, Job Placement, Leadership Styles, Management Support, Management's Expectations, Motivation, Organizational cynicism, Outcome based teaching approach, Pedagogy in Management Education, Prescriptive Analytics, Productivity, Quality Control and Assurance, Raking among local and global, Research based teaching approach, Structural Equation Modelling, Student academic performance, Students Satisfaction, Sustainable Education, Teaching staff Performance in research, Teaching Staff performance, United Nation's Sustainable Development Goals, Upskilling, Intake quality, Work-life balance, Workload policy.

2. Literature Review

Education 4.0 has created a need and demand to plan for the proactive workforce to build its human capital. Teaching staff play a vital role as it brings value, skills, knowledge, sustainable and continuous growth to an organization (Afzal, 2019). People Analytics (PA) is a tool to identify the gap and measure the skills of employees. India has an increasing demand for business professionals in different sectors. As stated by (Uppal and Mishra, 2014) Academic performance is one of the most important criteria to select the right candidate. Strong leadership and a trusting environment among team members appear to be important factors that can help increase faculty performance. There are several other factors that may have an impact on academicians' performance that should be investigated further. (Sanyal et al., 2018) discovered that teamwork, leadership and structure, team trust, and performance appraisal and rewards have a significant and positive impact on teaching staff performance.

The teaching staff in Management education should prepare the students to deal with change and outcome-based learning (House, Huczynski and Boddy, 2006). The development of the society's human resources (HR) is one of a teacher's main duties. The teaching methodology should include reflective learning techniques in the Management education in all business schools. Reflective learning technique in Management education promotes in-depth learning with application and critical thinking (Griggs *et al.*, 2016). Management educational Institutions are knowledge-based hubs to promote quality teaching and research. These institutions are relatively reliant on research skills, proficiency, and their staff dedication towards innovative teaching methods (Simmons, 2001). It is essential to derive strategies in enhancing the performance of teaching staff for educational Institutions to achieve academic excellence (Beikzad, et al., 2012).

According to (cadez et al., 2017) the teaching faculties core activity involves teaching and research. The career development of the faculty depends on the quality of research performed. As per the criteria of accreditation bodies the Management education are attempting to incorporate the philosophies and curriculum in order to meet the market demand. (Beddewela, Anchor and Warin, 2020) has highlighted the importance of creating the ethical business managers and have proposed a model for management education to adopt a change management approach.

According to (Macfarlane, 2014) The term ‘teacher performativity’ is well known and the subject of a developing literature (e.g., Ball, 2003, 2012). The teacher’s performance is measured with the teaching and the quality of research produced. Teaching and research together contribute for the academic excellence in higher educational Institutions. Management educational institutions have a challenge to retain quality teaching staff and increase the number of grandaunts with good academic excellence.

The student’s performance is the reflection of the teachers performativity which is linked with assessments leading to the final degree and placements in the top notch companies (Macfarlane, 2014). The several research of (Bogt and Scapens 2012; Douglas 2013; Gendron 2008; Hopwood 2008; Long et al. 2009; Parker 2012; Sangster 2011) States that there is evidence of research that higher educational institutions are opting for sustainable strategies to opt for research grants and funding by including different strategies in human resource process of recruitment and reward system which can enhance and motivate the teaching staff with quality publications (Simon et al., 2017).

Performance management in higher education has been given less importance by the policy makers and the Management educational Institutions. The factors affecting the performance of teaching staff and quality graduands has been neglected. This research will enhance the quality or performance and credibility of graduates. There are three criteria for evaluating the teaching staff: teaching, research and service. Leading educational institutions lay more emphasis on quality research publications which will lead to academic excellence (Igbojekwe et al., 2015).

According to the study of (Johari et al., 2018), respondents' job performance was influenced by their autonomy and work-life balance. In this study, however, workload had no significant impact on job performance among school instructors. Workload, autonomy, and work-life balance have all been shown to be major determinants of job performance in previous studies (e.g. Doherty 2010; Bhatnagar 2007; Saks 2006; Shuck et al. 2011; & Tomlinson 2010). Job performance is one of the key constructs that has received considerable attention in the domains of organizational psychology and human resource management.

Job performance, according to Jamal (2007), is an individual's capacity to do tasks successfully using resources provided at work. Griffin (2005) stated that an individual's performance is

determined by three factors: the work environment, motivation, and capacity to accomplish the job.

According to Chandrasekar (2011), the office environment has a significantt impact on employee morale, productivity, and job performance. Employees will become demotivated, and their performance will suffer if the work environment does not suit them. Poorly designed work schedules, inappropriate authorities or responsibilities, a lack of appreciation, and a lack of personal decision-making opportunities, for example, can all lead to employee discontent. Employees would be under pressure because of such limits, which would have a negative influence on their job performance.

Pandemic (Covid-19) also has added to the challenge of teaching faculties. Management has to motivate and engage their staff by providing required support on research and teaching. Risley (2020) has emphasized the core aspects of performance management and employee engagement with improving performance to engage in good teaching and research practices during pandemic situations. There is a need in Management Educational Institutions to develop their skills in evolving technologies which can reflect in quality of teaching.

Tulbure (2012), stated that teaching can be effective if it includes innovation, creativity teaching requires flexibility, creativity, and accountability from the teaching staff. To overcome the challenges in the Management education Institutions there should be good decision making by the management. According to the research of Narayanan (2017), creative and innovative teaching methods make a particular concept clear to the students which is possible by the quality of research undertaken by the teaching staff. According to the study of (Quezada et al., 2020). Five themes emerged from the data: technology-based instructional strategies, technology-based support office consultation, alternative technology-based course assessments, feedback for learning and teaching improvement, social-emotional engagement in courses, and clinical placement support. Process evaluation necessitates a systematic strategy to produce high-quality teaching and learning, and it is typically carried out via type module and topic presentations, research papers, team projects, peer assessments, and Innovative Infrastructure Solutions (Mohammed et al., 2020).

According to (Schimanski et al., 2018) The review, promotion, and tenure (RPT) processes have a significant impact on how faculty direct their own careers and scholarly advancement.

Although RPT practices differ between and within institutions and affect different disciplines, ranks, institution types, genders, and ethnicities in different ways, some consistent themes emerge when investigating what faculty would like to change about RPT.

In the review process, there is research, teaching, and service. Candidates for tenure and promotion are generally evaluated based on their research and publications, teaching effectiveness, and service. Although explicit weights for each aspect are not usually provided in RPT guidelines and policies, most faculty across disciplines assume that a strong research and publication record is required, and that a lack of it cannot be compensated for by excellence in teaching and service (Green, 2008; Harley et al., 2010; Youn & Price, 2009). Over the last few decades, expectations and practices for review, promotion, and tenure have shifted dramatically. Despite differences across institutions, disciplines, and faculty ranks, faculty in many contexts are under increasing pressure to prioritize research over teaching and service (Otten et al., 2015; van Dalen & Henkens, 2012).

There should be a set framework for assigning the expectations to the teaching staff by using the current data and predicting future competition and the ways to stand in the Market. (Momin and Mishra, 2015) There is a need for alignment and change in the business strategies which is possible by the Predictive analytics. Dawson (2019) suggested that the "future of predictive analytics depends on integration within a organization and in future the analysis will shift from minimal statistical reporting to evidence-based predictive decision-making". People Analytics is a part of analytics that emphasizes metrics and measures. This process will develop the productivity of employees and will ensure to measure the investment on work force. It will validate the end-to-end process in the organization and to face the competitive advantage by engaging and retaining the talented workforce.

2.1 Research Aim

The aim of the research is to identify the different factors that influence the Teaching staff performance in Management Institutions. To find how the performance of the teaching staff could be enhanced to align holistic objectives of Management Education.

The research will also analyze the critical and significant role of leadership, Management support, Resistance to Change, Infrastructural support and Training (upskilling) in enhancing the overall quality reliability and flexibility of Management Education. The aim

of the research is also to recommend a framework to enable the teaching staff to achieve holistic goals by ensuring quality in research, administration, and teaching in Management Education.

- To study the level of implementation of good academic practices in the Management Institutions.
- To Identify the gap between the Teaching staff performance and the financial items that lead to the projected growth of the Institution
- To explore and analyze the challenges faced by Management Institutions towards the performance of teaching staff.
- To perform a Comparative analysis (multifaceted population) of Leadership styles (Transactional and transformational Leadership) as a challenge faced by Management institutions towards teaching staff performance.
- To understand the relationship between teaching staff performance and Students Academic performance by taking into consideration innovation in teaching methods and Problem Based Learning across different geographical locations
- To analyze the variations of input & output for the teaching staff across various Management Institutions
- To develop and recommend a framework for the various needs of the Management Institutions in improving teaching staff performance

2.2 Research Objectives

- To identify the mutual expectations and conflicts between the expectations of the teaching staff and the management of the Management Educational Institutions.
- To identify the impact of leadership on the performance of teaching staff in Management Educational Institutions
- To examine and analyze the gap between the teaching staff performance and the support provided by the Management Educational Institutions.
- To understand the relationship between teaching staff performance and Students Academic excellence.
- The impact of personality traits of teaching staff on organizational cynicism in the Management educational Institutions.
- To analyze the impact of research activity and publication on teaching staff performance in Management educational Institutions.

2.3 Problem Identification

Considering the enormous and fast-paced development sin education sector, most of the theories and models and policies have become irrelevant and insignificant for the present and future of education sector. Although the researchers have considered these changes and started pouring in resources to find the new ways of imparting and executing the education which will be based on skills development and application of knowledge. This research is a comprehensive and holistic effort to bring the realities challenges and the facts of the challenging era we are dwelling in. since the challenges are unknown and also of never before kind and nature the solutions have to be innovative thoroughly researched and validated.

The conceptual framework has considered the prime and the most relevant stakeholders such as students faculty members and the management along with th secondary stake holders as regulators, industry, and society. The hypothesis and other propositions have been constructed to highlight the inter and intra related relationships between the main constructs and the sub constructs. Overall, the study revolves around the key constructs, Faculty who is considered the main and the most relevant element in the education system. The study is unique and special because of its sample size, internationalization. The sub-constructs considered and the proposed depth of the investigations which unfortunately has not been considered so systematically.

- The Teaching staff and the students under the guidance and directions of management is expected to add value by creating an ambience conducive for academic excellence and knowledge creation.
- The Teaching staff quality is impacted by the infrastructure provided, empowerment, training and exposure to the local and international competitors.
- The students of any institution are the first stake holders and messengers of excellence in pedagogy, culture and teaching learning which ensures the quality of intakes and is an important element of progressive education system.
- A perfect and synchronized, dependable relationship amongst students, Faculty and Management is considered key for any business school's progress.
- Researchers found these most relevant and important aspects of academic system not studied or less explored in the past. Hence in the light of the advancement in technology adoption, rise in expectations and the dynamics of local and global systems the above mentioned must be studies to understand intricacies of the Management education system.

2.4 Research Questions

1. What are the expectations of Management Education Institutions towards the teaching staff?
2. What are the expectations of teaching staff towards the management in Management Education Institutions?
3. What are the different determinants that impact the performance of teaching staff in Management Educational Institutions?
4. What are the challenges faced by Teaching staff in Management Education Institutions?
5. How does leadership impact the performance of teaching staff in Management Educational Institutions?
6. What are the challenges faced by the Management Education Iinstitutions?
7. How does the conflict between the Managements expectation and Teaching staff expectation in Management Education impact on the overall Institutional outcome?
8. Is there a relationship between personality traits of teaching staff and organizational cynicism in the Management educational Institutions?
9. Does research activity and publication of teaching staff performance in Management educational Institutions affect their teaching performance?
10. What is the role of the student in developing a conducive environment for delivering excellence in management education?
11. How does the intake quality and students' perception about the quality of education impact the overall institutions growth?

2.5 Hypothesis

The study being exploratory in nature, no specific hypotheses have been framed. However, to give proper directions to the research based on our objectives the hypotheses have been framed. The research includes prime hypotheses and a set of sub hypotheses.

Ho1: There is no positive significant relationship between the Management Support and the teaching staff performance of the management educational institutions.

Ho1_1: There is no positive significant relationship between the Teaching staff research quality and the infrastructure provided.

Ho1_2: There is no positive significant relationship between the effective teaching learning and the infrastructure provided.

Ho1_3: There is no positive significant relationship between the audio-video facility and the teaching staff's performance.

Ho1_4: There is no positive significant relationship between the accreditation bodies expectation and the institutions infrastructure capacity.

Ho1_5: There is no positive significant relationship between the infrastructural investment and the teaching staff performance.

Ho1_6: There is no positive significant relationship between the infrastructural investment and the student's satisfaction.

Ho2: There is no positive significant relationship between the management decision and the teaching staff performance of the management educational institutions.

Ho2_1: There is no positive significant relationship between the accreditation bodies expectation and the Teaching staff performance.

Ho2_2: There is no positive significant relationship between the leadership styles and the teaching staff performance.

Ho2_3: There is no positive significant relationship between the work culture and the teaching staff service longevity.

Ho2_4: There is no positive significant relationship between the organizational cynicism and the teaching staff performance.

Ho2_5: There is no positive significant relationship between the workload policy and the performance of teaching staff.

Ho2_6: There is a no positive significant relationship between the Institutional benchmarking and the performance of teaching staff.

Ho2_7: There is no positive significant relationship between the organizational ranking and the performance of teaching staff.

Ho3: There is no positive significant relationship between the Teaching staff service quality and the Institutional overall output.

Ho3_1: There is no positive significant relationship between the capacity building measures provided to the Teaching staff and the research quality.

Ho3_2: There is no positive significant relationship between the innovation in pedagogy and the teaching staff performance.

Ho3_3: There is no positive significant relationship between the quality of job placement services provided and the organizational brand image.

Ho3_4: There is no positive significant relationship between the quality of job placement services provided and the placement officer's qualification and competencies.

Ho3_5: There is no positive significant relationship between the students' academic performance and the teaching staff performance.

Ho3_6: There is no positive significant relationship between the teaching staff research and the publications on the student's performance.

Ho4: There is no positive significant relationship between the teaching staff demographic profile and the performance.

Ho4_1: There is no positive significant relationship between the age group and the teaching staff performance.

Ho4_2: There is no positive significant relationship between the marital status and the teaching staff performance.

Ho4_3: There is no positive significant relationship between the gender and the teaching staff performance.

Ho4_4: There is no positive significant relationship between the teaching staff performance and the Industrial exposure/experience.

Ho4_5: There is no positive significant relationship between the educational qualification and the teaching staff performance.

Ho4_6: There is no positive significant relationship between the work culture and the teaching staff performance.

Ho5: There is no positive significant relationship between the teaching staff's performance and the student's intake quality.

Ho5_1: There is no positive significant relationship between the competitive exams conducted for admissions and the quality of intake.

Ho5_2: There is no positive significant relationship between the prior experiential learning and the quality of student's engagement.

Ho5_3: There is no positive significant relationship between the learning experience and the undergraduate specialization chosen.

Ho5_4: There is no positive significant relationship between the academic standards and student's intake quality.

3. Research Methodology

Exploratory research approach will be considered in the study as it best suits the needs of the Research Title. The study is going to be focused on the population of India and Mauritius. Appropriate sample size will be decided after discussion with the supervisor. The sampling technique would be convenient for sampling. The researcher will propose a conceptual framework considering the needs of the stakeholders. The proposed research work will make use of quantitative analysis and qualitative analysis. The different primary and secondary sources will be referred to and discussed in order to generate a comprehensive understanding of the prevailing, management educational system. Further the most established databases like SCOPUS, SCI, ABDS, Taylor & Francis, Springer Books will be referred for the research. In addition to all these, unstructured questionnaires will be used for focused group discussion and Interviewing management and the decision makers in different B-schools in India and Mauritius.

3.1 Research Design

The tool for data collection will be online survey questionnaire for three different categories namely faculty, student and management through Google forms along with focused group discussions and in-depth interviews will be conducted with the Teaching staff and other stake holders.

Wherever possible the researcher will engage and guide the respondents for clarity on the questionnaires. Both primary and secondary data will be used for the research study. Scales of measurement will be opted for the numerical data.

3.2 Research Procedure

All data collected will be treated in a confidential manner and will not be shared to any other third party and will be stored in a secured manner. For the focused group Interviews if required a MOU will be signed. All ethical procedures will be followed during and post research. This research will add value in strategies policy making and decisions of the strategist, policy makers and the leaderships as to guide the existing resources in most productive manner.

4. References

Adeniji, A.A., Falola, H.O. & Salau, O.P., 2014. A modelling relationship between work satisfaction and faculty performance in the Nigerian private universities. European Scientific Journal (Kocani), 10(32), p.63.

Ahmed Zebal, M. & Goodwin, D.R., 2012. Market orientation and performance in private universities. Marketing intelligence & planning, 30(3), pp.339–357.

Arsalan SHOEBY et al., 2012. Link of satisfaction commitment and performance on faculty members performance at Higher Education Institutions in Pakistan. Management & marketing (Craiova, Romania), X(2), pp.223–232.

Beddewela, E., Anchor, J. and Warin, C. (2020) 'Studies in Higher Education Institutionalising intra-organisational change for responsible management education', Studies in Higher Education. Taylor & Francis, 0(0), pp. 1–19. doi: 10.1080/03075079.2020.1836483.

Beikzad, J., Ranjbarian, R., Esgandari, K., & Khalilinaghadeh, M. (2012).The relationship between department heads' duties and the performance of the academic staff members American Journal of Scientific Research, 46, 128-141

Bendermacher, G.W.G., 2017. Unravelling quality culture in higher education. Higher education, 73(1), pp.39–60.

Bogt, H. J., and R. W. Scapens. 2012. "Performance Management in Universities: Effects of the Transition to More Quantitative Measurement Systems." European Accounting Review 21 (3): 451–97. [Web of Science ®], [Google Scholar]

Cadez, S., Dimovski, V. and Zaman Groff, M., 2017. Research, teaching and performance evaluation in academia: the salience of quality. Studies in Higher Education, 42(8), pp.1455 -1473.

Chandrasekar, K. (2011), "Workplace environment and its impact on organisational performance in public sector organizations", International Journal of Enterprise Computing and Business Systems, Vol. 1 No. 1, pp. 1-19.

Deshpande, N.M., 2013. A Study of impact of organizational culture on Job Satisfaction on the Teaching Staff working in Business Schools in Pune City.

Dinibutun, S.R., Kuzey, C. & Dinc, M.S., 2020. The Effect of Organizational Climate on Faculty Burnout at State and Private Universities: A Comparative Analysis. SAGE open, 10(4), pp.SAGE open, 2020–12, Vol.10 (4).

Douglas, A. S. 2013. “Advice from the Professors in a University Social Sciences Department on the Teaching-Research Nexus.” Teaching in Higher Education 18 (4): 377–88. doi: 10.1080/13562517.2012.752727 [Taylor & Francis Online], [Web of Science ®], [Google Scholar]

Fernandez, Antonio Arturo; Shaw, Graham Paul (2020). Academic leadership in a time of crisis: The coronavirus and COVID-19. Journal of Leadership Studies,. doi:10.1002/jls.21684

Gendron, Y. 2008. “Constituting the Academic Performer: The Spectre of Superficiality and Stagnation in Academia.” European Accounting Review 17 (1): 97–127. doi: 10.1080/09638180701705973 [Taylor & Francis Online], [Web of Science ®], [Google Scholar]

Griffin (2005) in Inayatullah, A. and Jehangir, P. (2013), “Teacher’s job performance: the role of motivation”, Abasyn Journal of Social Sciences, Vol. 5 No. 2, 78-99.

Griggs, V. et al. (2016) ‘Studies in Higher Education From reflective learning to reflective practice : assessing transfer’, Studies in Higher Education. Taylor & Francis, 0(0), pp. 1 –12. doi: 10.1080/03075079.2016.1232382.

Grishina, O.A., Saginova, O.V., Skorobogatykh, I.I. 2015. Assessing Teacher's Performance in Modern Higher Education: A Monography. Novosibirsk: Izdatelstvo TsRNS, pp. 114.

Gurusinghe, R.N., Arachchige, B.J.H., Dayarathna, D., 2021. Predictive HR analytics and talent management: a conceptual framework. Journal of Management Analytics 8, 195 –221. doi:10.1080/23270012.2021.1899857

Hopwood, A. G. 2008. “Changing Pressures on the Research Process: On Trying to Research in an Age When Curiosity is Not Enough.” European Accounting Review 17 (1): 87–96. doi: 10.1080/09638180701819998 [Taylor & Francis Online], [Web of Science ®], [Google Scholar.

House, M., Huczynski, A. and Boddy, D. (2006) ‘management education and development The Learning Organization ’:, (October 2014), pp. 37–41. doi: 10.1080/03075077912331376987.

https://www.indiatoday.in/education-today/featurephilia/story/mba-education-problems-328626-2016-07-11

Ijaz Ahmed Tatlah, Shafqat Naeem Akhtar & Muhammad Aamir Hashmi, 2019. Effect of Instructional Leadership on Teachers' Performance and Job Commitment: A

Comparison of Public and Private Universities of Lahore. Journal of educational research, 22(1), p.133.

ISHAK, R. & MANSOR, M., 2020. The Relationship between Knowledge Management and Organizational Learning with Academic Staff Readiness for Education 4.0. Eurasian journal of educational research, 20(85), pp.169–184.

Ishak, M.M., Suhaida, M.S. and Yuzainee, M.Y., 2009. Performance measurement indicators for academic staff in Malaysia private higher education institutions: A case study in UNITEN. In PMA Conference 2009.

Jamal, M. (2007), "Type-A behaviour in a multinational organization: a study of two countries", Stress and Health, Vol. 23, pp. 101-109.

Johari, J., Tan, F.Y. and Zulkarnain, Z.I.T., 2018. Autonomy, workload, work-life balance and job performance among teachers. International Journal of Educational Management. Johnes, J., 2018. University rankings: What do they really show?. Scientometrics, 115(1), pp.585-606.

Jyoti, J., Sharma, P., Rani, A., 2020. Assessing the impact of human resource management practices on teachers' performance through HR analytics, in: Sustainable Business Practices for Rural Development: The Role of Intellectual Capital. Palgrave Macmillan, pp. 191 –209. doi:10.1007/978-981-13-9298-6_11

Leontev, M.G. et al., 2018. Improving the Efficiency of University Management: Teacher's Performance Monitoring as a Tool to Promote the Quality of Education. EUROPEAN RESEARCH STUDIES JOURNAL, XXI(Issue 2), pp.527–540.

Long, R., A. Crawford, M. White, and K. Davis. 2009. "Determinants of Faculty Research Productivity in Information Systems: An Empirical Analysis of the Impact of Academic Origin and Academic Affiliation." Scientometrics 78 (2): 231–60. doi: 10.1007/s11192-007-1990 - 7 [Crossref], [Web of Science ®], [Google Scholar]

Macfarlane, B., 2015. Student performativity in higher education: converting learning as a private space into a public performance. Higher education research and development, 34(2), pp.338–350.

Mahajan, D.S. and Lele, D.S.G.U., 2021. Employee Engagement Of Faculties In Management Institutes In Pune During Covid –19 Pandemic. International Journal of Human Resource Management and Research (IJHRMR), 11(2), pp.53-60.

Mohamad Ishak, M.I., Suhaida, M.S, Yuzainee, M.Y. (2009, April 14-17). Performance measurement indicators for academic staff in Malaysia private higher education

institutions: A case study in UNITEN. In Performance Measurement Association Conference PMA2009, University Of Otago, New Zealand

Mohmmed, A.O., Khidhir, B.A., Nazeer, A. and Vijayan, V.J., 2020. Emergency remote teaching during Coronavirus pandemic: the current trend and future directive at Middle East College Oman. Innovative Infrastructure Solutions, 5(3), pp.1-11.

Naimy, V.Y., 2004. Faculty Member Performance Evaluation And Salary Pricing Modeling For Lebanese Private Universities. Journal of college teaching and learning, 1(3), pp.Journal of college teaching and learning, 2004–03-01, Vol.1 (3).

Narayanan, S., 2017. A Study on the Relationship Between Creativity and Innovation in Teaching and Learning Methods towards Students Academic Performance at Private Higher Education Institution, Malaysia. International Journal of Academic Research in Business and Social Sciences, 7(14), pp.1-10.

Parker, J. 2008. "Comparing Research and Teaching in University Promotion Criteria." Higher Education Quarterly 62 (3): 237–51. doi: 10.1111/j.1468-2273.2008.00393.x [Crossref], [Google Scholar]

Quezada, R.L., Talbot, C. and Quezada-Parker, K.B., 2020. From bricks and mortar to remote teaching: A teacher education program's response to COVID-19. Journal of Education for Teaching, 46(4), pp.472-483.

Sanyal, S. and Hisam, M.W., 2018. The impact of teamwork on work performance of employees: A study of faculty members in Dhofar University. IOSR Journal of Business and Management, 20(3), pp.15-22.

Schimanski, L.A. and Alperin, J.P., 2018. The evaluation of scholarship in academic promotion and tenure processes: Past, present, and future. F1000Research, 7.

Sheikh, A.Z., Chandler, J., Hussain, B. et al. Performance measurement and management in the British higher education sector. Qual Quant (2022). https://doi.org/10.1007/s11135-022 - 01339-3

Shno Mohammadi & Premalatha Karupiah (2019): Quality of work life and academic staff performance: a comparative study in public and private universities in Malaysia, Studies in Higher Education, DOI: 10.1080/03075079.2019.1652808

Shen, J., 2010. University academics' psychological contracts and their fulfilment. Journal of management development.

Taylor, J. 2007. “The Teaching: Research Nexus: A Model for Institutional Management.” HigherEducation 54 (6): 867–84.doi: 10.1007/s10734-006-9029 - 1 [Crossref], [Web of Science ®], [Google Scholar]

Torlak, N.G. and Kuzey, C. (2019), "Leadership, job satisfaction and performance links in private education institutes of Pakistan", International Journal of Productivity and Performance Management, Vol. 68 No. 2, pp. 276-295.

Uppal, N. and Mishra, S. K. (2014) ‘Moderation effects of personality and organizational support on the relationship between prior job experience and academic performance of management students’, Studies in Higher Education. Routledge, 39(6), pp. 1022 –1038. doi: 10.1080/03075079.2013.777411.

Vijay, M.V. & Indradevi, R., 2015. A Study on Job Enrichment and Individual Performance among Faculties with Special Reference to a Private University. Mediterranean journal of social sciences, 6(1), pp. Mediterranean journal of social sciences, 2015–01-01, Vol.6 (1).

Vernon, M.M., Balas, E.A. and Momani, S., 2018. Are university rankings useful to improve research? A systematic review. PloS one, 13(3), p.e0193762.

Zeidan, S., Itani, N., 2020. HR analytics and organizational effectiveness. International Journal on Emerging Technologies 11, 683–688.

Signature of

Research Scholar

Signature of

Research Supervisor